

University of Montana

ScholarWorks at University of Montana

Graduate Student Theses, Dissertations, &
Professional Papers

Graduate School

1950

Survey of the subjects taught in Lake County high schools with recommendations for curriculum revision

Harland Davis Seljak
The University of Montana

Follow this and additional works at: <https://scholarworks.umt.edu/etd>

Let us know how access to this document benefits you.

Recommended Citation

Seljak, Harland Davis, "Survey of the subjects taught in Lake County high schools with recommendations for curriculum revision" (1950). *Graduate Student Theses, Dissertations, & Professional Papers*. 3821.
<https://scholarworks.umt.edu/etd/3821>

This Thesis is brought to you for free and open access by the Graduate School at ScholarWorks at University of Montana. It has been accepted for inclusion in Graduate Student Theses, Dissertations, & Professional Papers by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

NOTE TO USERS

**Page(s) not included in the original manuscript are
unavailable from the author or university. The
manuscript was microfilmed as received**

6

This reproduction is the best copy available.

UMI[®]

A SURVEY OF THE SUBJECTS TAUGHT
IN LAKE COUNTY HIGH SCHOOLS
WITH RECOMMENDATIONS FOR CURRICULUM REVISION

A Professional Paper

by

Harland D. Seljak
B.A., Billings Polytechnic, 1942

Presented in Partial Fulfillment
of the Requirements for the Degree
Master of Education

Montana State University
1950

Approved:

J. W. Maucher
Chairman of Board
of Examiners

W. P. Clark
Dean, Graduate School

UMI Number: EP35315

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI EP35315

Published by ProQuest LLC (2012). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE INTRODUCTION	1
	The Purposes Of This Study	1
	Related Studies	3
	Procedure	4
II	COMMUNITY SURVEY	6
	Topography	6
	Climate	6
	Population	8
	General	8
	Indian	9
	Income	10
	Industry	11
	Farming	11
	Food Processing	12
	Forest Industries	13
	Service Industries	13
	Tourist Business	13
	Industrial Outlook	14
	Power.	15
	Taxes.	16
	Sociological Factors	21
	Secondary School Facilities	22

	iii
CHAPTER	PAGE
Analyses Of Community Needs And Their	
Educational Implications.	29
General Factors Limiting Secondary	
Education in Lake County.	29
Educational Needs Not Special To Lake	
County.	31
Necessity Of College Preparation. . . .	32
Special Needs For Social Training In	
Lake County	33
Need For General Business Education . .	35
Conservation Of Natural And Human	
Resources	35
III. SURVEY OF SUBJECTS TAUGHT	37
General Education Subjects.	38
College Preparation Subjects.	40
Vocational Education Subjects	41
Summary	43
General Education In Lake County High	
Schools	43
Vocational Education In Lake County High	
Schools	44

CHAPTER	PAGE
IV. STATEMENT OF AIMS AND OBJECTIVES OF	
INDIVIDUAL SUBJECTS	45
General Education Subjects	45
College Preparation Subjects	69
Vocational Education Subjects	71
V. ANALYSES OF NEEDS FOR VARIOUS HIGH SCHOOL	
SUBJECTS IN LAKE COUNTY	77
Correlation Of Needs With Course	
Objectives	77
Recommended Lake County High School	
Curriculum	89
BIBLIOGRAPHY	90
APPENDICES	92
Population Of Lake County	93
Industrial Distribution Of Employed Workers	
In Lake County, 1940	94
Gross Agricultural Income Of Various Types	
Of Farms In Lake County And In Montana . . .	95
Value Of Farm Products Of Lake County,	
1929 and 1939	96
Livestock In Lake County, 1929 And 1939	97
Manufacturing In Lake County, 1929-39	98
Distribution Of Retail Trade Sales In Lake	
County And In Montana, 1939	99

CHAPTER

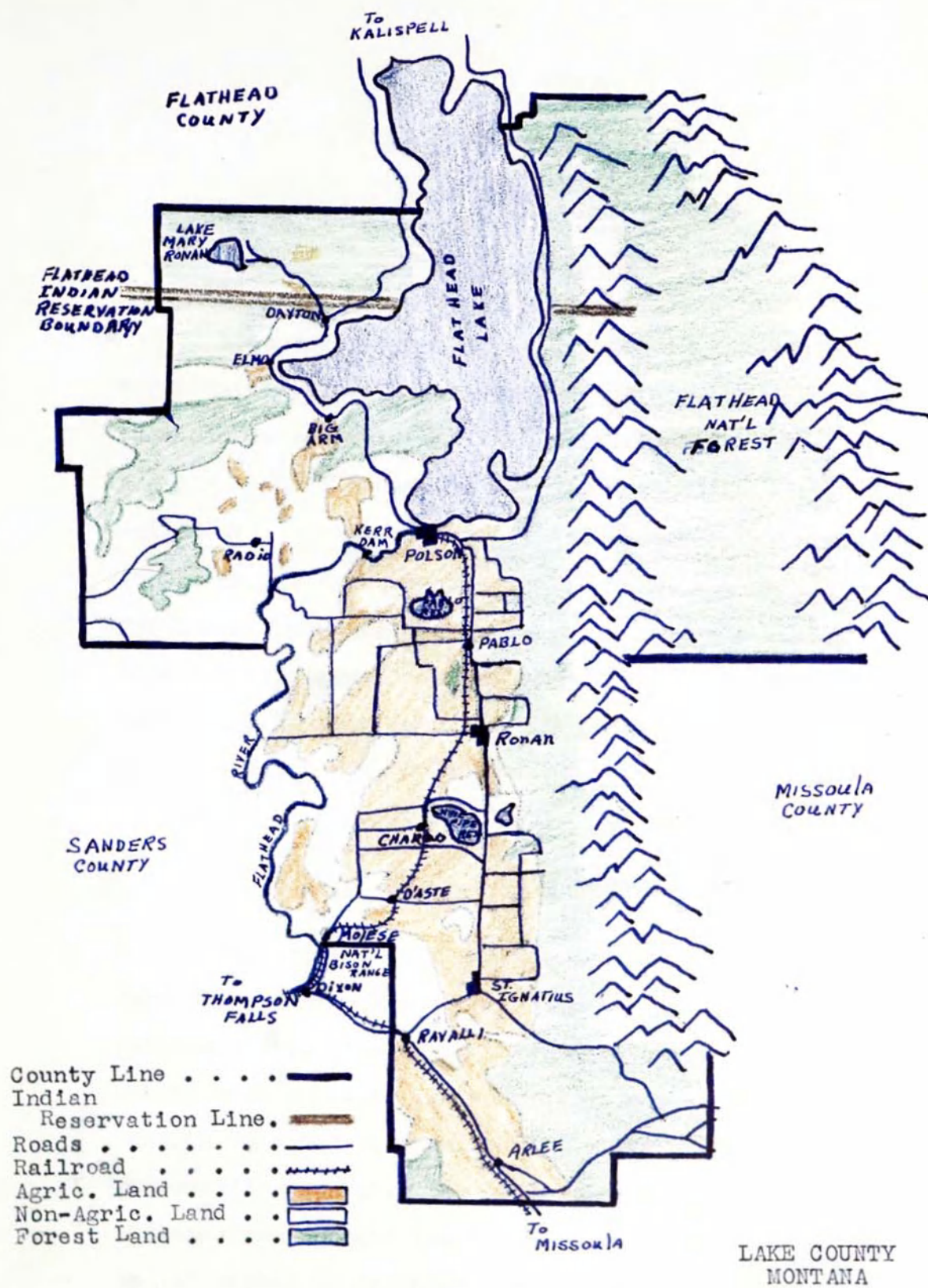
PAGE

Taxes Levied In Lake County, 1944 . . .	100
---	-----

LIST OF TABLES

TABLE	PAGE
I. Total Value of Crops Harvested in Lake County, 1929 and 1939	12
II. Sources and Percentage of Montana School Support in 1947	17
III. Division of Property Tax for Montana During 1946-47 and 1949-50.	17
IV. Operating Cost Per Pupil for Three Montana Schools, During 1948-49	18
V. Assessed Value of All Property, Lake County, 1944.	20
VI. Teacher-Pupil Ratio of Lake County High Schools, 1949-50.	23
VII. School Building Facilities of Lake County High Schools, 1950.	23
VIII. Lake County High School Enrollment for Years 1946-50	24
IX. Number of Eighth Grade Graduates in Five Lake County High Schools, 1946-50	25
X. Number of Freshmen Entering Lake County High Schools, 1946-50	26
XI. Number of Lake County High School Graduates, 1946-50.	27

TABLE	PAGE
XII. Number and Percent of Graduates Entering College from Lake County High Schools. .	28
XIII. Number and Percentage of Drop-outs from Lake County High Schools, 1946-50. . . .	28
XIV. General Education Subjects Taught in Lake County High Schools, 1950.	38
XV. College Preparation Subjects Taught in Lake County High Schools, 1950	40
XVI. Vocational Education Subjects Taught in Lake County High Schools	41



CHAPTER I

INTRODUCTION

Secondary education is growing in Lake County. During World War II and the post-war period a great deal of attention has been given to finding qualified teachers, keeping the high school housed and purchasing modern educational equipment. More definite and comprehensive consideration should be given to the curriculum in Lake County high schools. The local community has the right to ask the school to organize a program designed to meet certain needs that are particular to that community as well as those needs that are general in nature. From this point of view, the purposes of this paper have evolved.

I. THE PURPOSES OF THIS STUDY

The writer, as a teacher and administrator in one Lake County high school, has been aroused by the seemingly haphazard evolution of the secondary curriculum in Lake County high schools. In some cases new courses have been brought into the high schools solely upon the strength of a salesman's argument. New teachers coming into the various systems have brought their own ideas of what should be taught and attempted to organize new classes even before they have been inside the school. Some of the courses in the present

curriculum are products of tradition and have never been analyzed with respect to present day usefulness.

Increasingly during the past four year, the writer has questioned the practicality of the present curriculum and has sought some answer to the following rather broad questions:

1. In view of the geographical, economic and sociological characteristics of Lake County, what phases of secondary education seem to merit particular stress in the high school of that county?

2. What subjects are now being offered in Lake County high schools particularly, in home economics and mathematics?

3. What should be the aims and objectives of these various subjects, if they are to meet the needs of the community?

4. Considering both community needs and possible objectives of various courses, what subjects ought to be offered in Lake County high schools?

The purposes of this study, then, are:

1. To analyze the principal geographical, economic and sociological characteristics of Lake County and indicate what seem, to the writer, to be their major implications for the secondary school curriculum of the high schools of that county.

2. To determine what subjects are now being offered in Lake County high schools.

3. To indicate, in each of these subjects, the aims and objectives which seem, to the writer, to be appropriate if these schools are to meet the needs of the community.

4. To outline a suitable program of studies for Lake County high schools.

II. RELATED STUDIES

A careful search was made of available literature to find studies similar to the writer's. Although a great number of articles have been written upon the subject of curriculum, relatively little was found which seemed directly pertinent to this project.

Two theses were found which treated some of the problems listed above. The first was a thesis by Henry L. Zahn¹ which attempted to survey the entire program of our Montana high schools. The conclusions reached were largely concerned with building and equipment phases of the high school program in relation to the needs of the community. The curriculum was not treated in any detail. The second paper was written

¹ Henry L. Zahn, "Educational Survey of the Havre High School," Unpublished Master's Thesis, Montana State University, Missoula, Montana, 1928.

by A. E. Barnes² and was concerned with a complete listing of courses taught in Montana high schools as reported in the Montana reports to the State Superintendent of Public Instruction. Conclusions reached in this latter paper were statewide in scope and dealt with subject headings rather than with subject objectives.

These theses indicate that work similar to this study has been undertaken within the state of Montana. Further review of the literature indicated that vast quantities of similar information has been collected in various sections of the United States. For the purpose of writing this paper, survey of such information was limited to a study of the various philosophies behind curriculum planning. Conditions varied enough, it was thought by the writer, among the counties of the state and among the states of the Union, to warrant a separate study of Lake County.

III. PROCEDURE

Information regarding the community was obtained from school files, county superintendent's office, Bonneville Power Administration, national census figures and conversations with various local citizens.

² A. E. Barnes, "Educational Offering in Montana High Schools," Unpublished Master's Thesis, Montana State University, Missoula, Montana, 1948.

The information concerning present subject offerings was obtained by written letter from the superintendents of the five high schools in Lake County.

The list of aims and objectives was devised by the writer with the aid of a representative group of Lake County high school teachers, current textbooks used in Lake County high schools, and written material compiled by the National Association of Secondary School Principals.

The first section of the paper is devoted to describing Lake County resources and conditions and pointing out particular educational needs of the local community. In the second and third sections the list of present offerings and the writers opinions regarding suitable aims and objectives for specific subjects are presented. In the final section revisions in the secondary curriculum are suggested.

CHAPTER II

COMMUNITY SURVEY³

I. TOPOGRAPHY

Lake County, organized in 1923, has an area of 960,000 acres. The county is approximately 65 miles long and 45 miles wide and is roughly T-shaped, as may be observed from the map on the following page. The Mission Range dominates the eastern part of the county, rising very abruptly from the broad, level Mission Valley. The primitive and heavily forested Swan Lake country to the east is completely shut off from Mission Valley by the Mission Range.

Flathead Lake, the largest fresh water lake west of the Great Lakes, lies almost wholly within Lake County. Flathead river and its branches comprise the drainage system for the county.

II. CLIMATE

The climate is mild, in comparison with other areas of Montana, for instance at Polson, on the southern shore of

³ Statistics for this section were taken from: Claude W. Stimson, The Economic Base For Power Markets In Lake County, Montana, Bonneville Power Administration, Washington, D.C., 1945, pp. 1-37.

Flathead Lake, the January average temperature is 24° and the July average 68° ; while the all-time minimum temperature is -27° and the maximum 104° . St. Ignatius, in the southern part of the county, reports similar January and July averages, but the minimum recorded temperature is -36° and the maximum 103° . Rainfall is moderate, averaging 14 inches in the northern part of the county and 15 inches in the southern part. Heaviest rainfall occurs during May and June when from 3.5 to 6 inches fall, but July and August are relatively dry.

III. POPULATION

General. In 1940 the average population density was nine persons per square mile, as compared with an average density of less than four per square mile for the entire state. The largest towns are Polson, with a 1940 population of 2,156; Ronan, with a population of 1,032; and St. Ignatius, with a population of 768; which gives a combined population of 3,956, nearly 30 per cent of the county total. Of the rural population, 77 per cent live on farms and 23 per cent live in unincorporated communities.

More than 81 per cent of the inhabitants are native whites, approximately 6 per cent are foreign-born whites, and 13 per cent are American Indians. Corresponding figures for the state of Montana show: 87 per cent native whites,

10 per cent foreign-born whites, and 3 per cent other races.

Indians. Under the 1855 treaty with the United States, the Flathead (Salish) and Kootenai Indians relinquished their lands in the Bitter Root Valley and accepted a reservation which includes the Mission Valley and extends westward into what is now Sanders County. This treaty of 1855 closed Lake County to white settlement until the early 1900's. At this time, land not chosen by Indians was opened to the whites for settlement. In 1909 the Bureau of Indian Affairs received an appropriation to start the Flathead Irrigation Project. The growth of this project greatly increased the flow of white settlers during the years from 1910 to 1935. In 1940 more than half the land of the county was classified as forest area; two-fifths as cultivated, pasture, or grass land; and the remainder as town sites, barren and brush land. About half the forest land was publicly owned or controlled in the Flathead Indian Reservation or in national forests. The Indians of Lake County have 304,000 acres in trust. About two-thirds of this area is classified as forest land; a considerable part of the remainder is range land. In 1934 the Wheeler-Howard Act stopped sales of Indian Lands to whites by refusing patents. The Act does, however, permit Indians to lease their lands to white tenants. Less than 10 per cent of the 1,700 Indians in Lake County are full-bloods,

and the proportion is steadily declining. Less than one-half of the approximately 350 Indian families in Lake County are engaged in farming; livestock production is the principal enterprise.

During recent years all Indians have received a share of the annual income from tribal lands. In 1943 the largest item in tribal income was \$180,000 paid by the Montana Power Company as power site rental, under a license granted by the Federal Power Commission. These power site rental payments will amount to \$200,000 annually from 1946 to 1954 when new negotiations will be undertaken.

Sales of timber from tribal lands yielded about \$65,000 in 1944. Since less than half the tribal income is used for per capita payments, Indian families receive, on the average, a relatively small amount from tribal income, generally approximating \$50 per Indian per year. The remaining tribal income is used to purchase land and cattle and to make loans to individual Indians for general rehabilitation purposes.

IV. INCOME

The per capita incomes are relatively low in Lake County. Workers in industry and retail and wholesale trade, in 1939, averaged \$889 per year as compared with \$1,179 for the state. Agricultural income averaged \$1,283 a farm as

compared with \$2,267 in the state. However, income per acre of tillable land in Lake County averaged more than \$15 in contrast to an average of only \$6.20 in the state. In 1949 the average for the state on irrigated farms was approximately \$25. The "come-back" of the wheat growers in the past few years will probably disrupt these statistics.

V. INDUSTRY

Among some of the more important of the industries of Lake County are the following:

Farming. Lake is the outstanding dairy county in Montana, ranking first in the amount of milk produced in 1944. More than one-fifth of the farms in the county received their chief income from dairying.

More than one-fourth of the farmers keep beef cattle; there were approximately 16,000 beef cattle in the county in 1944. There were 17,000 hogs in 1943, nearly three times the number in the county in 1940. One hundred forty-seven farms kept sheep in 1940. Two-thirds of the farms kept chickens, although very few receive their major income from poultry.

Crops harvested are shown in Table I.

(Table shown on next page)

TABLE I

TOTAL VALUE OF CROPS HARVESTED IN LAKE COUNTY⁴
DURING 1929 AND 1939

Crop	1929	1939
All crops harvested	\$1,481,012	\$1,127,862
Hay and forage.	685,048	347,062
Cereals	578,980	396,991
Potatoes.	63,617	42,077
Fruits.	62,532	36,890
Vegetables.	49,314	81,821
Other Grains and Seeds.	19,711	112,712
Horticultural Specialties	120	5,816
Other Crops	21,690	104,493

The 1,673 farms in the county in 1940 had a total of 472,000 acres, 139,000 acres of which was crop-land, and arable pasture. The average of 83 acres of tillable land to a farm compares favorably with the 80 acres of irrigated crop and pasture land per farm recommended by the U. S. Department of Agriculture. More than half the farms were operated by owners in contrast to a ratio of about two-fifths in the state. Tenants and part owners operated about one-fourth of the farms in Lake County.

Food Processing. During 1944 about 125 persons were employed in the food processing industry, which consists of

⁴ Ibid., p. 7.

the manufacture of dairy products, animal feed, frozen foods, and cold storage products.

Forest Industries. Forest industries employed 3 per cent of all workers in 1940, this number increased to 12 per cent by 1944. Many of the workers are only part time workers, combining logging operations with farm work. Approximately 75 men are employed for three months a year in the Christmas tree business.

Service Industries. Service industries, in 1940, employed 40.4 per cent of all employed, or 1,552 persons. Of this group 422 persons were used in retail trade; construction, 318; professional and related services, 254; government services, 102; wholesale trade, 63; transportation, 49; and communications and utilities, 48. Per capita retail sales in 1939 amounted to \$243, a much lower average than the \$397 which was the state average per capita retail sales in 1939. This is partially explained by the fact that much buying is done in urban centers outside of Lake County. None of the cities and towns in Lake County are large enough to support any wholesale trade.

Tourist Business. The nearness of the Mission Valley to many outdoor attractions makes this region one of the great tourist centers of the United States, with some 30

tourist camps and resorts. Little has actually been done to realize the advantages of the enormous potential of the tourist trade.

Industrial Outlook.⁵ "Agriculture, particularly dairying, will continue to be the foundation of the economic structure. Farmers are likely to continue building up dairy herds and expanding the acreage of hay crops. Sugar beet production can be profitably increased, since it is a dependable cash crop which is highly satisfactory in a crop rotation plan and, in addition, supplies feed for dairy cows. Alfalfa and clover seed will be produced in larger quantities as hay crops are expanded. Grains will continue to be produced for grinding into stock feed. If other sources of water are developed, expansion of production on existing farms, together with that on newly irrigated lands, may make possible the addition of 300 families to the farm population of Lake County. Processing of the added dairy products might call for another 50 workers."

"Next to agriculture, the tourist trade probably offers the greatest possibility of expansion. The spectacularly beautiful lakes, mountains and streams, pleasant summer climate, presence of fish and game, and proximity of Glacier

5 Ibid., p. 6.

Park and the Bob Marshall Wilderness Area, constitute an ideal basis for dude ranches, cabin camps, and other tourist resorts. Between 100 and 200 additional people could easily find employment in this field."

"Logging and lumbering should continue to employ at least 425 workers, with most of the cutting done on a sustained-yield basis. Unless metallurgical research changes the picture, little if any mining development beyond the use of sands and gravel in construction work can be expected in this region."

"Assuming that wholesale and retail trade and other service industries expand proportionately to expansion in industries described above, about 1,000 additional employees over the 1940 total would be needed in these fields."

VI. POWER

Power is distributed by the Flathead project power system, a Federal Government Agency. The government buys almost all of its power from the Montana Power Company and in October of 1944 it served 3,002 customers in the county. Demands for electricity are increasing. Pumping operations for the irrigation system, depend upon electrical power, therefore, further developments along agricultural lines are dependent to a large extent upon increasing and improving power facilities.

VII. TAXES

No survey of any public institution would be complete without information regarding the tax base upon which that institution relies for support. First it might be well to look at how Montanans spend some of their income.⁶

1947-48

For alcoholic beverages	\$35,000,000
For tobacco and its products.	14,000,000
For personal care	10,000,000
For punch boards.	26,000,000
For public schools.	21,000,000

In 1932 the total state income payment⁷ was \$162,000,000, over 8 per cent of which went for public school support. In 1947 the total state income payment was \$800,000,000 and only 2.56 per cent went for public schools.

The proportion of the state income spent for schools has decreased even though the total amount of money expended for schools has increased. The major portion of money spent for schools comes from property tax as is shown in Table II on the following page.

⁶ M. E. A. Public Relations Committee, "Tomorrow's Education," Helena, Montana, 1948, p. 6.

⁷ Income payment refers to total amount of income that income tax is paid for.

TABLE II

SOURCES AND PERCENTAGE OF MONTANA SCHOOL SUPPORT IN 1947

Sources	Per cent of support of schools
County taxes (property tax).	39.51
District taxes (property tax).	30.05
State sources (property and other taxes)	16.84
Other sources (other taxes).	13.60

Over the state as a whole, the property tax was divided among the several different public institutions as shown in Table III.

TABLE III

DIVISION OF PROPERTY TAX FOR MONTANA
DURING 1946-47 AND 1949-50

Year	Public School	County	State	City
46-47	46.487%	34.766%	4.492%	14.153%
49-50	54.00 %	33.00 %	1.00 %	12.00 %

A county-by county comparison between 1948-49 and 1949-50 property tax and the school operating budget indicated that property tax for school support went down 5 per cent in Lake County. Operating costs in Lake County schools went up 19 per cent over last year. This rise was due to

the increased state support authorized by the new foundation program law, passed by the Montana Legislature in 1949.

The operating cost on per pupil basis for the year 1948-49, in Lake County, as compared with the counties spending the least and most, is shown below:⁸

TABLE IV

SCHOOL OPERATING COST PER PUPIL FOR THREE MONTANA SCHOOLS
DURING 1948-49

Judith Basin (Highest per pupil)	\$394.00
Lake	193.00
Flathead (lowest per pupil).	170.00

The authority quoted indicates that Lake County is fourth from the bottom in total cost of education per student. The county is divided into three high school districts: #28, which encompasses the high schools at Ronan, Charlo and St. Ignatius; #8, a joint district between Lake and Missoula counties, containing the high school at Arlee, and #23 which has the high school at Polson. All high schools in the district, with the exception of Polson, operated on the minimum foundation program during the 1949-50 school year. Polson's operating cost went 15 per cent above the foundation

⁸ Editorial in the "Montana Taxpayer," Helena, Montana, December 1949, p. 2.

program, for the purpose of equipping new school buildings.

The Lake County tax statement for 1949 showed the following levies:

High School transportation	4.5 mills
High School.	10.75 mills
General School	10.0 mills
County Levies.	28.0 mills
County Road.	10.0 mills
University	7.5 mills

High School expenditures were approximately the same as those for the repair of county roads, and only 3.2 mills higher than that paid for the upkeep of the University.

Five 4-year high schools are operated in the county; and in addition to the public grade schools, Catholic orders maintain a grade school at St. Ignatius for Indian children, but most of the Indian children attend the public schools. The assessed value of all property in Lake County is shown on the chart on the following page. Property in Montana is supposedly assessed at actual value. In 1944 the value of public utilities was 40 per cent of the total assessed value, other real estate and improvements, 40 per cent; livestock, 9 per cent; and other personal property, 11 per cent.

Tax delinquency, in Lake County, in terms of percentage, has been decreasing since 1932. In 1932 delinquent taxes amounted to \$21,147.82, or roughly 4 per cent of the total amount levied. Total tax delinquency as of 1943 was \$132,257.43, which was 0.6 per cent of the assessed valuation.

TABLE V

ASSESSED VALUE OF ALL PROPERTY, LAKE COUNTY, 1944⁹

Type of property	Value	Number of acres	Average unit value
<u>Total all property.</u>	\$19,465, 243	:	:
<u>All real estate and improvements.</u>	7,694,055	:	:
<u>Real estate.</u>	5,182,750	:	:
Agricultural lands	4,217,040	381,866	\$11.04
Irrigated	2,193,565	73,892	29.69
Non-irrigated	1,310,875	122,836	10.67
Grazing	684,325	182,063	3.76
State	28,275	3,075	9.19
Unclassified	99,180	3,340	29.69
Timber	213,805	22,075	9.69
Industrial sites and improvements	160,175	4,612	34.73
Patented mining claims
Reserve rights of entry
City and town lots	492,550	:	:
Improvements	2,511,305	:	:
Agriculture	1,180,230	:	:
City and town	1,331,075	:	:
<u>All livestock.</u>	1,701,985	:	:
Horses	122,910	4,157	29.57
Cattle	1,366,155	28,945	47.20
Sheep	84,125	14,713	5.72
Swine	84,665	:	:
Other livestock, poultry, & bees	44,130	:	:
<u>Personal property other than livestock</u>	2,183,350	:	:
<u>Public utilities</u>	7,885,853	:	:

Property in Montana is supposedly assessed at actual value.

⁹ Montana State Board of Equalization, Eleventh Biennial Report, Helena, Montana, 1944.

VIII. SOCIOLOGICAL FACTORS

There are a number of important social groups, in Lake County, that bring pressure to bear upon the high school. A number of these are listed below:

Churches.

- a. Catholic--Operates an elementary school in St. Ignatius.
- b. Mormon--Has a very well defined program of education; determined to protect the moral upbringing of Mormon children.
- c. Protestant--Do a considerable amount of work with young children.

Farmers Union. Very much interested in what the school is teaching and offers units that could be included into the school curriculum.

Farmers Grange. Not as nationally organized as the Farmers Union but does have a program that it would like to have the school follow.

American Legion. Active in the four larger towns; extremely interested in competitive sports. Desire that the school cooperate in all patriotic observances; extremely wary of teaching that may approach the communistic or socialistic viewpoint.

Commercial Clubs. Very active in the four larger towns; use the schools resources often.

Fraternal Organizations. No organized Kiwanis or Rotary but Elk and Masonic Lodges are rather strong organizations.

Federal Government. A large part of Lake County is within the Flathead Indian Reservation, therefore, federal control is felt to a great extent. Electrical power, irrigation water, and leasing of Indian land are all controlled by the federal government. Instances of misunderstandings are constantly arising and the school is called on to put explanations of both sides of the question into the curriculum.

Social Workers. There is one social worker in the county, but he, like local officers of the law, has no jurisdiction over the Indians. At the present there are no federal law officers regularly stationed in Lake County.

IX. SECONDARY SCHOOL FACILITIES

Enrollment, teacher-pupil ratios and school building facilities are presented in Table VI and VII on the following page.

TABLE VI

TEACHER-PUPIL RATIO OF LAKE COUNTY HIGH SCHOOLS
1949-50

School	No. of Students	No. of Teachers	Teacher-Pupil Ratio
Polson	301	15	1-20
Ronan	225	12	1-18
St. Ignatius	135	8	1-17
Charlo	105	5	1-21
Arlee	61	4	1-15
Total	827	44	1-19 Av.

TABLE VII

SCHOOL BUILDING FACILITIES
OF LAKE COUNTY HIGH SCHOOLS 1950

School	Special Rooms				Total number other rooms	Number of buildings
	Gym	Shop	Home Econ- omies	Audito- rium		
Polson	x	x	x	x	11	1
Ronan	x	x	x		7	3
St. Ignatius	x	x	x		5	3
Charlo	x	x	x		4	2
Arlee	x	x	x		3	2

The following are the principal comments of school administrators when questioned orally, regarding high school building problems:

1. Rapid growth of grade school takes more rooms each year, thus crowding the high school into fewer rooms.
2. Increased holding power of the high school has tended to increase high school enrollment.
3. Increased requirements such as physical education and lower pupil-teacher ratios have made more rooms necessary.
4. Older buildings are wearing out.
5. Some new building is anticipated in all parts of the county in the very near future.

This table shows that Lake County high schools are growing steadily.

TABLE VIII

LAKE COUNTY HIGH SCHOOL ENROLLMENT*
FOR YEARS 1946-1950

School	1949-50	1948-49	1947-48	1946-47
Polson	293	253	251	217
Ronan	211	210	192	184
St. Ignatius	134	129	113	111
Charlo	104	97	95	94
Arlee	58	64	52	45
Total	800	753	703	651

* In terms of average number belonging.

Table IX indicates that there is not the continual increase in the number of eighth grade graduates that would cause the increase in high school average number belonging, as pointed out on the preceding page. This indicates that the high school has attracted and held a larger proportion of students in the high school age group during the last three or four years.

TABLE IX

NUMBER OF EIGHTH GRADE GRADUATES
IN FIVE LAKE COUNTY HIGH SCHOOLS
1946-1950

School	1949-50	1948-49	1947-48	1946-47
Polson	66	70	44	59
Ronan	49	49	47	39
St. Ignatius	41	36	37	38
Charlo	27	33	30	22
Arlee	16	18	17	13
Total	199	206	175	171

TABLE X

NUMBER OF FRESHMEN
ENTERING LAKE COUNTY HIGH SCHOOLS
1946-50

School	1949-50	1948-49	1947-48	1946-47
Polson	89	70	88	*
Ronan	69	67	67	68
St. Ignatius	43	40	42	42
Charlo	41	28	35	*
Arlee	21	21	16	*
Total	263	226	248	*

* The figures for 1946-47 were not available for the three schools noted.

Table XI does not present a very clear picture of the number of high school graduates because there were a number of disputes over boundary lines during this period. A number of students transferred back and forth between Ronan and Polson, thus limiting the value of the figures for the individual Lake County school. The total number of freshmen entering Lake County high schools, however, shows a 48 per cent increase during the years 1948 to 1949.

TABLE XI

NUMBER OF LAKE COUNTY HIGH SCHOOL GRADUATES
1946-50

School	1949-50	1948-49	1947-48	1946-47
Polson	67	42	37	*
Ronan	45	45	27	41
St. Ignatius	26	24	23	22
Charlo	18	15	16	*
Arlee	12	15	10	*
Total	168	141	113	*

* These figures were not available.

The data in Table XII shows that the larger schools are sending a greater percentage of their high school graduates to institutions of higher education. The majority of the students from the smaller schools are evidently staying on the farms or are working in semi-skilled and un-skilled industry.

TABLE XII

NUMBER AND PERCENTAGE OF GRADUATES ENTERING COLLEGE
FROM LAKE COUNTY HIGH SCHOOLS

School	1948-49		1947-48		1946-47	
	No.	%	No.	%	No.	%
Polson	14	33	11	29	19	*
Ronan	17	37	3	11	8	19
St. Ignatius	6	25	4	14	5	26
Charlo	0	0	4	25	4	*
Arlee	3	25	2	20	3	*
Total	40	27	24	21	39	*

* These figures were not available.

Information as to number of drop-outs was not available in any but the St. Ignatius school, but it is believed by the writer, that conditions in the St. Ignatius school are very similar to those in the other four schools.

TABLE XIII

NUMBER AND PERCENTAGE OF DROP-OUTS
FROM LAKE COUNTY HIGH SCHOOLS
1946-50

School	1949-50	1948-49	1947-48	1946-47
St. Ignatius	2-work 2-married 1-army	2-work 1-married 1-army	4-work 3-army	1-work 1-married
% of enrollment dropping out	4	3	6	2

Table XIII shows that the drop-out problem in St. Ignatius, and very likely in the other Lake County High Schools, is not relatively serious. Of the five boys, in the four year period, who joined the armed services, three have received equivalency diplomas from the Armed Forces Institute.

X. ANALYSIS OF COMMUNITY NEEDS AND THEIR EDUCATIONAL IMPLICATIONS

What implications for secondary education may be derived from the preceding analysis of community factors in Lake County?

General Factors Limiting Secondary Education In Lake County. The table on page 18 shows that the educational job in Lake County is relatively expensive when consideration is given to size of schools, pupil-teacher ratio and the varied abilities of students.

The approximately 800 secondary school students in the county are so scattered geographically that they are educated in five different high schools, varying in enrollment from 61 to 301. Costs of building equipment and transportation are all relatively high when students are taught in small units and, of course, the main problem is one of adequately staffing the small school in order to provide a

broad program of studies. The problem of staffing the school is reflected in the relatively small pupil-teacher ratio. The average pupil-teacher ratio is only 18-1 and for one school runs as low as 15-1. Douglass¹⁰ recommends an average pupil load of from 20 to 25 for maximum efficiency. Anytime the average load is lessened, per capita costs increase.

High school population had been steadily increasing in all of the schools, while the number of eighth grade graduates has remained comparatively constant. Reports of the 1950 census indicate that there are only 35 more people in Lake County in 1950 than there were in 1940. These facts support the conclusion that the increase in high school population is due to increased drawing and holding powers of the high school. This conclusion generally indicates that the schools are getting an increasingly wide range of ability in their student bodies. A more comprehensive program both in terms of types of courses offered and of differentiated learning experiences within a given course, must be provided in the schools if even the minimum needs of the students are to be cared for adequately.

The financial resources of the county are low for a number of reasons.

¹⁰ Harl R. Douglass, Organization and Administration of Secondary Schools (New York: Ginn and Company, 1945), p. 26.

Property tax collections in Lake County for school support has increased by a percentage that is slightly higher than the state as a whole, but the operating per pupil cost of schools in Lake County, has been kept down to fourth from the bottom among the counties of the state. This fact would indicate that an average levy for the state does not raise a comparable amount of revenue in Lake County. This observation is borne out upon examination of the Lake County Tax list. Indian lands are not taxable, but the Federal Government does aid in many other ways towards repaying, in part, this loss of tax money.

The comparatively low financial resources of the county are further influenced by small schools with low pupil-teacher ratio. A course considered for inclusion in the curriculum should be carefully weighed, cost against objectives to be gained. The problem of vocational subjects especially, due to the high per pupil cost must be considered very carefully if the subject to be placed in the curriculum in preference to some general education subject.

Educational Needs Not Special To Lake County. Lake County, like other similar areas in the United States, has many needs common to the needs of the population everywhere. No attempt will be made here to describe these common educational needs in detail, since they are fairly well

accepted in all democratic communities. They are listed so they may be kept in mind when evaluating any curriculum. The following provides some of the broad general educational needs to be met:

1. Ability to do quantitative thinking.
2. Knowledge of the development of our country and its relationships with the rest of the world.
3. Ability to speak, write and read to a degree commensurate with his responsibility as a functioning member of the community.
4. Knowledge and attitudes in the area of personal and community health.
5. Some information as to how our leisure time might be occupied in a worth while manner.
6. Knowledge pertinent to current social, political and economic problems.
7. Generalized knowledge of home and family problems.

Presumably then, there should be a place in the curriculum of Lake County high schools for training to meet the above mentioned needs.

Necessity of College Preparation. After community needs are met, to what extent should Lake County secondary schools offer college preparation subjects?

In 1949 a total of forty high school students, twenty-

seven per cent of the total of all five graduating classes, went on to some form of college.¹¹ However, when the number of drop-outs from the first year of college is considered, the percentage of "college-bound" students is lowered somewhat. Ten of the original forty college people dropped out before completing the first year of college. With 73 per cent of the students terminating their formal education in Lake County high schools, predominant emphasis of the high schools should be toward non-college preparation. This means that attention should be given the curriculum of "college-bound" students, but that everyone should not be required to take geometry or foreign language. The more general courses in the curriculum should be stressed first.

Special Needs For Social Training In Lake County. A number of factors, expressed as community needs, call for extensive and thorough training in social studies.

Thirteen per cent of the population are Indian. The inherited culture of these people is different from that of the native white. A great deal of misunderstandings arise when the white people are not aware of the treaties and

¹¹ All forms of organized education, beyond high school will be referred to as college training in the remainder of this paper.

other promises that the Federal Government has made with the Indian. Many of the whites do not know the sources of money granted to the Indian from income on tribal lands. Many of the Indians themselves are unaware of the legal aspects of leasing their land to the white man.

The overlapping in policies and authorities both in the Indian Department and Reclamation Department, constantly keep the people in turmoil over misunderstandings. The people must be made aware of the correct procedure by which their beliefs may be heard by government authorities. Since the government constantly works through the courts, Lake County people should be somewhat proficient in expressing themselves both in the oral and written form. The planning and construction of the entire Federal reclamation project should be understood by all the citizens in the interest of maximum understanding between the people and government.

The school has an obligation in stressing religious toleration since there are three prominent church groups with widely divergent viewpoints.

The Farmers Union and Farmers Grange are very active in the county and hold beliefs that are frequently diametrically opposed to each other. Every student should study the philosophy back of each organization.

Need For General Business Education.. Business train-

ing seems to be a necessity in the community. In Lake County is to be found a topography that is ideally arranged for tourist attraction; which, as has been pointed out, is one of the chief means of possible advance along economic lines. The secondary schools might well prepare a sufficient number of young men and women for these opportunities by offering at least introductory work in general business training and principles of economics.

Retail trade is constantly diverted to larger shopping centers, largely because of the lack of general "know-how" in organizing an economically sound business.

The per capita income is relatively low in Lake County since farms are small and there are few organized industries.. Lake County people must learn how to increase the yield per acre if they are to compete with the neighboring counties containing larger farms.

Conservation of Natural And Human Resources. The need for conservation knowledge may be demonstrated in Lake County. Three per cent of all Lake County workers, in 1940, worked in forest industries. Those forests are not, at the present time, being restocked in any organized manner. The possibilities of the soil found in Lake County are not fully known to all of its citizens. Many are still trying to raise wheat on land adapted to dairying. Many types of

diversified farming are overlooked. The usual number of noxious weeds are prevalent in Lake County, but appreciation of the several methods of destroying them is not apparent. Conservation of human resources is very important since both farming and logging are recognized as dangerous occupations. The combination of the two, such as is characteristic in Lake County, is doubly dangerous.

CHAPTER III

SUBJECTS TAUGHT IN LAKE COUNTY HIGH SCHOOLS

The next step in the solution of the problem is a survey of the subjects taught in the high schools of the county. This survey of subjects taught will be divided into three groups so that they might be more easily arranged into a recommended curriculum based upon community needs.

a. General Education. (Subjects that may apply to nearly every student in high school regardless of his future ambitions.)

b. College Preparation Subjects. (Subjects that are taught almost entirely to prepare the student for college.)

c. Vocational Education. (Those subjects that apply to specific occupations.)

It is evident that some courses taught in high school could be placed in any one of the three categories. For the purposes of this study the various subjects were placed in the group corresponding most closely with the objectives of that subject. These objectives are listed later in the paper.

I. GENERAL EDUCATION SUBJECTS

TABLE XIV

GENERAL EDUCATION SUBJECTS TAUGHT IN LAKE COUNTY HIGH SCHOOLS
1950

Subject	Polson	Ronan	St. Ignatius	Charlo	Arlee
English (I-II-III)	x	x	x	x	x
English IV	x	x	x	x	o
World History	x	x	x	x	o
American History	x	x	x	x	o
Sociology $\frac{1}{2}$ year	x	x	x	o	o
Economics $\frac{1}{2}$ year	x	x	x	o	o
Senior Survey	x				
Social Science I	x		x		
General Science	x	x	x	x	x
Biology	x	x	x	o	o
Chemistry	x	o	x	o	o
Algebra	x	x	x	x	x
General Math.	x	x	x		
Plane Geometry	x	x	x	x	o
Consumer Math.			x		
Bookkeeping	x	x	x	o	o ¹
Typing I	x	x	x	x	x
Boys P.E. (2 yrs.)	x	x	x	x	x
Girls P.E. (2 yrs.)	x	x	x	x	x
Boys Glee Club	x		x		
Girls Glee Club	x	x	x	x	x
Band	x ²	x	x	x	x
Driver Training	x	x	o		
Public Speaking ³	x	x			
Art I, II	x	x			
Journalism	x	x	x		

x---Taught every year.

o---Taught every other year.

1. Arlee teaches two years of bookkeeping alternating them year by year.

2. The three larger schools also have a beginners band while Polson has three divisions--the beginners, junior, and senior bands.

3. In the other three schools, public speaking is combined with one or more years of English.

As was noted in Table IV, a number of what is commonly called the extra-curricular is included in general education. Langfitt¹² says that it is slowly becoming the practice for the extra-curricular to become curricular in credits allowed, as well as meanings of the courses. The extra-curricular can be used to solve many of the problems of the school, as well as the problems of society. In order that this may be accomplished, however, the work must be based upon the fundamental principles of education. It must be thoroughly organized to administer to the needs of all interested students, and it must be subject to constant revision and change as the needs of the pupil and community change.

The fourth year of English will be included under different categories because it covers such a variety of materials in the various schools. The course of study may vary from public speaking to creative writing. In some cases, depending upon the need of the particular school, English IV is designed to provide interested students with a chance to specialize; therefore, it should not be regarded as one single subject.

It may reasonably be concluded that a general educa-

12 Langfitt-Cyr-Newsom, The Small High School At Work, The American Book Company, New York, 1940, p. 74.

tion to meet common problems can be attained from a number of different courses,¹³ and that the needs of different individuals will vary as will the outcomes of any general education program.

II. COLLEGE PREPARATION SUBJECTS

TABLE XV

COLLEGE PREPARATION SUBJECTS TAUGHT IN LAKE COUNTY HIGH SCHOOLS

Subject	Polson	Ronan	St. Ignatius	Charlo	Arlee
Advanced Algebra	x	x	o		
Trigonometry	x	x	o		
Solid Geometry	x				
Physics	x	o	o	o	o
English IV	x	x	x	x	o
Spanish I, II	o				
Latin I, II	o	o			

x---Taught every year.

o---Taught every other year.

¹³ Caswell, Hollis L., "What Are We Talking About," Educational Leadership, 3:346, May 1946.

III. VOCATIONAL EDUCATION SUBJECTS

TABLE XVI

VOCATIONAL EDUCATION SUBJECTS TAUGHT IN LAKE COUNTY
HIGH SCHOOLS

Subject	Polson	Ronan	St. Ignatius	Charlo	Arlee
Home Ec. I	x	x	x	x	x
Home Ec. II	x	x	x	x	x
Home Ec. III	x	x	x	x	o
Home Ec. IV			x	x	
Voc Ag. I	x	x	x	x	
Voc Ag. II	x	x	x	x	
Voc Ag. III ₁	x	x	x	x	
Voc Ag. IV ₁	x	x	x	x	
Shorthand I	x	x	x	o	o
Shorthand II	x		x		
Typing II	x		x	x	x
Steno.		x ²			
Shop I	x		x		x
Shop II	x		x		x
Mech. Draw		x	x		x

x---Taught every year.

o---Taught every other year.

1. Vocational Agriculture III and IV are combined in all schools, but in all cases students are allowed to take four years of agriculture.

2. The steno. course at Ronan combines both Typing II and Shorthand II.

The survey indicates that most Lake County administrators believe that three years of home economics is sufficient to provide the necessary homemaking knowledge for girls.

The stenography class, made up of Typing II and Shorthand II, taught by the one high school, aims at unifying the business education program. B. F. Davis¹⁴ states that, "Method without motive is difficult to consider. The motive in teaching shorthand is to develop competent, self-thinking office workers, each of which will contribute to total business and economic efficiency. The method chosen to develop the essential attitudes, knowledges, and skills must motivate each learner as he strives to attain the standards desired. The method chosen must also provide for various types of learning; repetition in attaining skill; imagination and anticipation in understanding meaning; analysis in understanding meaning; and analysis in understanding how to construct shorthand patterns."

This tends to indicate that when we train young people for positions in business, we must give them unified training in business as a whole and not in unrelated fragments. Perhaps a combined course in advanced typing and shorthand, such as stenography, would aid in the consolidation of these several business phases.

¹⁴ B. F. Davis, A Study of Shorthand Teaching, Comparison of Outcomes in the Learning of Shorthand Effected by Differences in Teaching Methodology, New York City: Teachers College, Columbia University, 1936, p. 78.

IV. SUMMARY

General Education in Lake County High Schools. The total number of general education courses offered in Lake County schools is fairly complete. All of the schools give their students the opportunity to take four years of English, three years of social science, three years of natural science, two years of mathematics, bookkeeping and typing I. These schools also offer band, two years of physical education and girls glee club.

The larger schools, of course, have the structure that enables them to offer additional work in general education such as drivers training, art, journalism, boys glee club, and additional social science courses.

The main deficiency, in the writers opinion, is in the field of mathematics, where it is doubtful whether the curriculum is varied enough to adequately care for individual differences.

College preparation subjects taught in Lake County High Schools. It has been noted in the table XV that only the larger schools are offering many courses that are fitted only for students going on to college. The inclusion of such courses in the curriculum is evidently not on the basis of need since the percentage of graduates going on to school varies only a small amount between the largest and smallest

schools. The explanation could be that the small percentage going on to higher education in the larger school makes up a greater number of students. Thus, it is financially feasible for the larger schools to have such classes. Whatever the true explanation may be, it would be well for all schools to analyze their curricula and study seriously their reasons for including in their schedule of classes courses that could be taken in college by the student needing them.

Vocational education in Lake County High Schools. As indicated in the survey, most Lake County high schools offer a very complete program in home economics, vocational agriculture, typing and shorthand.

The home economics program is complete with four years of work in all schools. Vocational agriculture presents a four year program in all but the smallest school. It is also possible for the student to obtain two years of training in both typing and shorthand in all of the high schools in Lake County.

Three of the high schools offer two years of shop-work and three also offer one year of mechanical drawing.

CHAPTER IV

STATEMENT OF AIMS AND OBJECTIVES OF INDIVIDUAL SUBJECTS

The discussion in the preceding pages has, first of all, described social and economic conditions in Lake County, and, secondly, presented the subject headings of all courses taught in Lake County High Schools. It is now the intention to present the objectives that each of these courses should have, in the opinion of the writer, if they are to fit the needs of the community to a reasonable extent. The actual selection of the various objectives was made by the writer after interviewing a representative group of Lake County high school teachers, and studying the aims of the leading textbooks in the various subject fields.

I. AIMS AND OBJECTIVES OF GENERAL EDUCATION SUBJECTS

English. Too many schools spend their time perfecting the English language rather than teaching their students to communicate effectively in the type of language commonly used in the communities in which they spend their lives. It is the responsibility of teachers to see that this language is adequate to meet the needs of living in our society. The role of language is to bind people together, not because of language class, but through the understanding and unity evolved from the use of language.

It is with this viewpoint that the objectives for English are divided into three categories--that of speech, that of literature, and that of construction or writing. Some objectives will, perhaps, lie across all three division lines, but the importance of such objectives is so great that they will bear repeating.

English--Speech.

1. To enforce self-reliance and ease in the particular environment.
2. To aid the student by adding the following qualities to the individual's speech:
 - a. Vivid and convincing.
 - b. Adequate word choice.
 - c. Varied sentence structure.
 - d. Correct pronunciation and enunciation.
 - e. Gestures.
3. To aid in developing the correct use of the various parts of speech by actually using them in oral selections.
4. To improve style through the use of suggestive words and figurative language.
5. To emphasize importance of the regular use of the dictionary.
6. To improve skill of using language to an advantage in a personal interview.

The National Commission on Cooperative Curriculum

Planning suggests the following five objectives as the desired outcomes of speech education:¹⁵

- a. To speak in a manner which produces maximum understanding between speaker and auditor.
- b. To speak in a manner which produces maximum social benefits for both speaker and auditor.
- c. To speak in a manner which produces the maximum enjoyment of speech activities by one's auditors.
- d. To speak in a manner which enables the speaker to accomplish his purposes with minimum effort, strain, and unpleasantness.
- e. To listen to the speech of others with maximum personal pleasure and benefit.

Speech classes included in the curriculum are not only important in themselves, but the speaker learns of the subject talked about and something of the principles of social interaction. Integration of speech with other bodies of subject matter is probably a satisfactory means of providing speech training.

English--Literature. (Reading)

1. To encourage students to read widely.
2. To teach appreciation of good literature for leisure time activity.
3. To facilitate social understanding by improving knowledge of the culture and society of other peoples.

¹⁵ National Commission on Cooperative Curriculum Planning, The Subject Fields in General Education, D. Appleton-Century Co., New York, 1941, pp. 76-93.

4. To encourage a critical attitude toward reading current material designed to give us information on current problems.

5. To improve the attitude of critical reading and then thinking.

6. To aid in formulation of ideals and objectives pertinent to character building by becoming familiar with outstanding biographies.

7. To add to vocabulary and phrase building capacity of our democratic society through the experience of reading.

8. To improve and add to the natural curiosity which inspires reading.

9. To improve the ability to be discriminating in choices of newspapers, magazines and books.

English---Construction. (Writing)

1. To enforce the appreciation of the interdependence of reading, listening, writing and speaking.

2. To improve skill in the techniques of parliamentary procedure and committee work through written planning.

3. To give an appreciation of the origin of our words and their meanings.

4. To encourage the careful written expression of ones own feelings upon many types of problems.

5. To increase skill in selection of words.

6. To enforce proper habits of library procedure.
7. To improve the ability to give condensed information as required on formal blanks, data sheets, application forms for jobs and applications for college entrance.
8. To aid student in understanding peoples of the world through appreciation of their writing ability.
9. To provide experience in committee work through written planning.
10. To encourage students to become familiar with magazines and newspapers through developed curiosity for the several styles of written material.
11. To improve ability to build oral and written sentences in word, phrase and clause groups.
12. To improve the ability to discriminate between important and less important ideas in sentences and express them in suitable sentence units.
13. To impress importance of the conventional forms of letter writing.

American History and Government.

1. To learn the value of civil rights as brought out in the following seven points;¹⁶

¹⁶ Editorial, "America's Stake in Human Rights," The National Council for the Social Studies, Dept. of the N.E.A., Washington D. C., Sept. 1949, p. 5.

- a. The tradition of individual liberties has been an expanding idea in American history.
- b. Americans have certain rights guaranteed by law.
- c. Sometimes law and custom unfortunately establish violations of human rights and principles.
- d. Our social environment affects our belief in and concern for civil rights.
- e. There are reciprocal values to all people in civil fights principles.
- f. America has a moral responsibility for improving civil rights because of its position of world leadership.
- g. Effective action can improve the civil rights pattern.

2. To give an understanding of the foreign policy that is governing the actions of the United States.

3. To enforce a thorough appreciation of the economic problems of our United States, as well as those same problems in the community in which we live.

4. To give an understanding of the current social problems in the United States and some idea of the sort of thinking that the student might do concerning them.

- a. Accident prevention.
- b. Crime.
- c. Health.
- d. Housing.
- e. Social Security.
- f. Population and immigration.
- g. Education.
- h. Importance of the church.

5. To give a necessary knowledge of, and an appreciation for the mechanics of governing bodies.

6. To provide some information as to the background of our American people to facilitate and encourage an appreciation of the importance of keeping our American way of life inviolate among those who would change our governmental system for their own ends.

7. To improve an appreciation of the relationship of our national government to our state and local governments.

8. To give an explanation of the philosophy that urged our forefathers to build such a government and why it must be maintained at any cost.

World History

1. History furnishes one with a way of better understanding the world, by beginning at the very beginning and passing through the various stages of historical growth.

2. To give a knowledge of how the more important aspects of the world today has grown from the inception of civilization up to the world that we have today. Those more important aspects are listed below:

a. Economic systems practiced in various parts of the world.

b. Social customs and habits.

c. Governmental practices, as a preview for the study of American government.

3. To give an appreciation of the progress of the Christian religion and what it has done to aid man in his

struggle for civilization.

4. To enforce an appreciation of how war has never satisfied civilization's objectives, but has rather held our more or less civilized world back in terms of progress.

5. To stimulate an appreciation and tolerance of other societies by understanding their background.

6. To give the "why and how" the world must function as a unified whole if it is to survive.

General Science.

1. To encourage an appreciation of the vastness of the universe and some understanding of the effect that other portions of that universe may have upon us.

2. To discourage, in a positive manner, superstitions and black magic prevalent in the community and nation.

3. To instill an appreciation of weather, how it is caused and how predictions are made.

4. To provide an understanding of sanitary principles involved in a building, a home, or public building.

5. To give some of the more easily understood principles of ventilation and heat control in our buildings.

6. To stimulate an understanding of the importance of conservation of our natural resources.

7. To give information concerning the water supply and how it affects society.

8. To give an appreciation of how to look for and evaluate new science material in newspapers and magazines.

9. To give an introduction to the structure and operation of the human body.

10. To give an appreciation of the care required to provide for an adequate home.

Bookkeeping.

1. To give the students a knowledge of bookkeeping and accounting and to aid them in understanding our modern economic system from this knowledge.

2. To aid students in participating effectively in social and civic life in their community from the proper study of bookkeeping and business records.

3. To teach them how to successfully operate their personal financial affairs in a business like manner. This objective may be enhanced by teaching them how to provide for savings by budgeting.

4. To enable the students to make a satisfactory income tax return based upon adequate records.

5. To enable the students to keep a record of social security taxes withheld when the students become employed later in life.

6. To give the students a basic knowledge of bookkeeping which will aid them when they enter the business

world regardless of whether they are employed in a book-keeping department or elsewhere.

7. To enable the students to record all the transactions completed by a business, if the business is small enough whereby one bookkeeper could handle the entries.

8. To give the students an understanding of business organization, business routine, business procedure and business terms.

9. To prepare students, who later in life will own their own business, to make the necessary entries to record their business activities.

10. To aid the students in determining their qualifications for additional advanced study in this field.

11. To stimulate the formation of habits of neatness, accuracy, and of accepting responsibility.

Typewriting I (For full year students)

1. To enable students to acquire a functional knowledge of the typewriter, including the keyboard and all other operative parts and to care for the machine and change ribbons.

2. To develop and improve the ability to type for personal and vocational use: business letters, forms, envelopes, manuscripts, tabulations and rough drafts from both arranged and unarranged copy.

3. To prepare pupils to adapt themselves to business procedures and to practice acceptable standards of business behavior.

4. To develop correct English usage in such areas as spelling, syllabication, punctuation and capitalization.

5. To develop skill for personal use in composing letters and manuscripts and in taking dictation directly on the typewriter.

6. To develop the ability to proof-read accurately, to make neat erasures, and to crowd or spread letters.

7. To develop techniques of making carbon copies, cutting stencils, and making master copies for duplication.

8. Although the following standards are not to be rigidly adhered to, they do provide some basis for comparison:

Speed requirements:

A. Net words per minute:

First Semester: Three five minute tests at 25 net words per minute on practiced material with no more than three errors.

Second Semester: Three ten minute tests at 40 net words per minute on new material with no more than five errors.

B. Gross words per minute:

First Semester: Three five minute tests at 40 gross words per minute on practiced material.

Second Semester: Three ten minute tests at 50 gross words per minute on new material.

The following are minimum standards of business offices and are the goals of first year typewriting students:

- a. Address envelopes at the rate of two a minute or 120 to 150 per hour.
- b. Type four, $8\frac{1}{2}$ by 11, single spaced, straight copy stencils per hour.
- c. Make carbon copies of manuscripts at a rate of five words less than single copy.
- d. Type fill-ins on mimeographed or form business letters at the following rates:
 1. Addresses and salutations--100 per hour.
 2. Salutations only--225 per hour.
- e. Type duplicate letters of approximately twenty lines, with envelopes, at the rate of 10 per hour.
- f. Transcribe from shorthand at $\frac{2}{3}$ to $\frac{3}{4}$ of straight copy typing rate. (If taking shorthand.)

Typewriting I (One-half year class.)

1. To enable pupils to acquire a functional knowledge of the typewriter, including the keyboard and all other operative parts and to care for the machine and change ribbons.
2. To develop ability to type for personal use, short business letters, rough drafts, personal dictation, and arranged material.
3. To familiarize students with ordinary business letters and types used.

4. To develop correct English usage in such areas as spelling, syllabication, punctuation and capitalization.

5. To develop the ability to proof-read accurately, to make neat erasures, and to crowd or spread letters.

6. To develop skill for personal use in composing letters.

7. To develop techniques of making carbon copies.

8. As before, the following standards are not to be rigidly adhered to, but only provide some basis for comparison:

Speed Requirements:

A. Net words per minute: Three five minute tests at 25 net words per minute on practiced material with no more than three errors.

B. Gross words per minute: Three five minute tests at 40 gross words per minute on practiced material.

Consumer Mathematics.

1. To inculcate an understanding of the necessities and techniques for setting up a sensible budget.

2. To give an appreciation of the values derived from a sense of wise thrift and investment of time, thought and money.

3. To improve the knowledge of how to read and interpret books, magazines and newspapers in regard to

statistical information pertaining to our community.

4. To give an understanding of taxation as a social or cooperative device for securing more values for our money in the form of public service.

5. To improve skills and attitudes in the buying of food, clothing, shelter and any other family property.

6. To encourage the discovery of the defects and advantages of credit and how they might effect society and the individual.

7. To build skills and techniques in the use of numbers used to solve everyday mathematical problems.

Algebra I.

1. To provide a basis, for those able, for further study in courses that contain a mathematical concept.

2. To show that algebra is in actuality only the continuation of arithmetic, and that an understanding of algebra can certainly aid in understanding even the simplest arithmetic.

3. To develop an understanding of the functional relationship of numbers, in other words, to show that numbers actually stand for some quantity of some substance.

4. To develop awareness of the value of graphs in this modern statistical world.

5. To improve upon the neatness and accuracy of

arithmetic processes.

6. To increase the vocabulary dealing with algebraic processes.

7. To improve ability to derive new formulas from those already known by the pupil.

8. To improve the ability to solve every day problems based on formulas and tables.

9. To enhance the ability to use equations in the solution of problems.

10. To give a clear concept of the meaning of signed numbers.

11. To enrich the understanding of fractions and why we use them.

12. To give an appreciation of the importance of factoring.

13. To improve the recognition of the fact that ratios are merely fractions.

14. To widen the ability to use ratios in scale drawings, recipes, and other life situations.

15. To give an understanding of the square root process in every day applications.

16. To give an appreciation of the value of trigonometry in modern life.

General Mathematics.

1. To improve skill and accuracy in the fundamental operations of arithmetic.
2. To create an appreciation for getting the "right answer".
3. To give the student a thorough knowledge of arithmetic terminology.
4. To increase the individuals speed of calculation.
5. To increase appreciation of checking techniques and accurate work.
6. To show correlations of one arithmetic operation to another.
7. To give a brief introduction to algebra and geometry so that the student may know whether such courses are best fitted to his interests and abilities.
8. To give a thorough understanding of the metric system and other standard systems of linear measure.
9. To improve skill, both at reading and constructing graphs that are found in newspapers and books.

Driver Training¹⁷

1. "The class room phase of high school driver

¹⁷ Elizabeth Ireland, The Montana Plan of Presenting Driver Education and Training for High School Administrators and Teachers, Office of State Superintendent of Public Instruction, Helena, Montana, p. 1.

education should lead students to an understanding of the physical, mental and emotional characteristics that affect driver and pedestrian behavior. It should enable them to recognize those deficiencies that affect their traffic practices, and to know how to remedy or compensate for them."

2. "Driver education should develop understanding, attitudes and appreciations which are necessary for safe, sane and courteous use of our streets and highways. Special attention should be given by the teacher to the development of proper driver attitude. Indeed, herein lies the answer to the questions, 'Will he use sound judgment?' and 'How will he use the skills which he has?'"

3. "A third major outcome should be the acceptance of responsibility for the conservation of life, health and property in traffic. A feeling of civic responsibility for improvement of traffic conditions through coordinated programs of legislation, administration, engineering, technical training and law enforcement should be developed."

Sociology (One half year course.)

1. To improve the understanding of the peoples of the world through acquaintance with their races, languages, nations, cultures, and through familiarity with the topographical features of the earth.

2. To prepare for the serious job of finding a

suitable vocation--one that is consistent with the aptitudes and interests of the individual.

3. To provide the true picture concerning life and environment of people in various other sections of the country.

4. To familiarize the student with the work being done by charitable organizations and by hired case workers to advance the standards of living of the individual.

5. To study the legal and political aspects of society or groups of societies.

6. To provide a knowledge of how to find and how to interpret current material relative to social problems.

Economics. Economics is an important part of the high school consumer education training. Because the post-war period has brought new economic problems to the consumer, it is of particular importance that pupils understand what these problems are and where they originate.

1. To instill appreciation of the economic factors involving the environment around the student's own home town .

2. To provide an understanding of the economics of the following items:

- a. Production.
- b. Exchange.
- c. Distribution.
- d. Government and Finance.
- e. Natural Resources.

3. To enhance the ability to think and read critically of the current information concerning the economics of the subjects listed in number two on the preceding page.

4. To foster the ability to discuss economics problems in a manner befitting individuals about to take a hand in contributing to the solution of such problems.

5. To improve the ability to find sound consumer information when it is needed.

6. To develop a sense of relative values through real experience in making selections.

Social science I.

1. To orient high school ninth graders by making the attempt to bridge the gap between grade school and high school.

2. To provide instruction regarding the facilities of a secondary school not common in an elementary school.

3. To influence an appreciation for and knowledge of local and state government.

4. To give a comparison of the government of the high school with that of the local community.

5. To give an appreciation of the ability to speak, read and write in order to carry out necessary social functions.

6. To give an understanding of conservation both of

natural and human resources.

7. To give an appreciation of how to make a high school career meaningful and worthwhile through intelligent planning.

Chemistry.

1. To provide for a functional understanding of the immediate environment.

2. To show how the factors of chemistry aid in Montana's industries.

3. To give the student some understanding of the type of work, with a chemical background, that is prevalent in Montana and surrounding states. The ones to be investigated particularly are agriculture, nursing, teaching, pharmacy, mining, metal work, petroleum and coal.

4. To aid students in forming, in their own minds, a reasonable explanation for everyday chemical reactions and processes.

5. To introduce students to the professional shorthand and mathematics of chemistry that will be used by college bound individuals. This should be presented only in the minimum amount and, as much as possible, as extra work.

6. To enable students to understand the chemical processes by which their lives might be improved, whether

they be of rural or urban environment.

Biology.

1. To give an understanding of materials injurious to health. A positive approach to the dangers of tobacco, alcohol and drugs.
2. To give an understanding of the importance of the conservation of natural resources.
3. To give an understanding of the science of improvement of plants and animals.
4. To give knowledge concerning proper dietary practices for the particular individual and community.
5. To give an understanding of the human body as regards particular behavior practices, both mental and physical.
6. To aid in the partial development of tool skills and scientific methods for those students interested in further work along this line.
7. To give material in regard to various plant and animal diseases.
8. To give a careful understanding of the biological aspects of plant and animal reproduction.
9. To give an understanding of how heredity and environment influence the individual.

Physical education.

1. To instill the habit of periodic physical examination.
2. To carry over into the home, supplementing home health care.
3. To promote non-physical recreation if it answers social and emotional needs of the individual.
4. To promote the feeling of reliance or dependence upon private and public health agencies.
5. To give adequate knowledge for competence in first aid, child care, personal hygiene, and knowledge of the work of local, state and federal services.
6. To provide a program of leisure-time group activities that will form habits that carry over into post-graduate days.
7. To give an appreciation of the rights of others as achieved through group play and social engagements. A spirit of teamwork or the recognition of superior abilities in other people is one of the supreme objectives of physical education.

Senior Survey.

1. A guidance tool largely invested with the responsibility for aiding high school seniors along the following lines:

- a. How to study an occupation.
- b. How to apply for a job.
- c. An appreciation of interest, school achievement and personality as important factors to consider when studying an occupation.
- d. The value of good personal appearance and personal actions when seeking employment.

Art and music.

1. To provide opportunities for pupils to utilize their talents at varying levels of competence both in the classroom and before other student groups and the public.
2. To provide social use of these talents rather than striving for perfection. Extremely talented pupils should receive extra encouragement.
3. To use as motivation to make other school subjects more enjoyable.
4. To encourage individuals interested in either of these fields to take part in community activities.

Journalism.

1. To improve the ability to examine newspapers critically and to sift propaganda from actual news.
2. To give practice in expressing views in the written form and improve the ability to compose correct sentences.
3. To improve the skill of organization of written material.
4. To improve the skill of diplomacy and toleration.

5. To aid in the attainment of a greater respect for the value of daily and weekly papers.

6. To aid in the discovery and development of interest creative, functional composition.

7. To influence the acquisition of poise, tact, and self-confidence in business and social relations.

8. To aid in the acquisition of skill in collecting, condensing and organizing material from all sources of information.

School Paper. (What should it do?)

1. To educate the community as to the work of the school.

2. To publish school news.

3. To create and express school opinion.

4. To capitalize the achievements of the school.

5. To act as a means of unifying the school.

6. To express the idealism and reflect the spirit of the school.

7. To encourage and stimulate worthwhile activities.

8. To aid in developing right standards of conduct.

9. To promote understanding of other schools.

10. To provide an outlet for student suggestions for the betterment of the school.

11. To develop better inter-school relationships.

12. To increase school spirit.

13. To promote co-operation between school and parent.

Plane Geometry.

1. To improve functional mathematical competence for those students wishing to specialize in mathematics or related fields.

2. To improve the understanding of measurement.

3. To increase the technical vocabulary of each individual.

4. To impart an appreciation of the scientific mode of thinking and encourage its use.

5. To aid in the understanding of the shapes and other characteristics of various practical devices that we find in our every day living.

6. To act as a sort of try out course, for no other field gives the student as good an idea of space relationships involved in engineering.

II. COLLEGE PREPARATION SUBJECTS

Algebra II, Solid Geometry and Trigonometry.

1. To give a thorough background for those above average students preparing for advanced work.

2. To appeal to the capabilities of those students of superior intelligence and average ambition.

3. To provide a laboratory course for those people, trying to decide upon a career for themselves.

Physics.

1. A high school course presented to meet college requirements primarily. The subject matter should be processed so that the college bound youth will receive his preparation and the farm boy his practical benefits.

2. To give an understanding of various scientific principles and machines, practical examples of which are found on every farm and farm house.

3. To give a more detailed understanding of all those principles introduced in general science.

4. To reinforce the appreciation of the value of mathematics in its ability to explain and prove scientific principles.

5. To strengthen the imaginative spirit of the American youth in construction of elementary work-saving and pleasure devices.

6. To add to the appreciation of the proper care of the body by study of the mechanical devices devised to aid and protect it.

7. To increase the appreciation of accident prevention by study of mechanical failures and necessary care of typical machines.

8. To give an appreciation of the economic advantages to be gained by application of the proper type machine.

Foreign Language. The greater percentage of those who take a foreign language will never have the occasion to use it in either the written or spoken form. They do have the opportunity, however, of learning something of the people who use the language. The foreign language teacher might well spend some of her time teaching about the particular country and its customs. The study habits involved in really mastering a foreign language could very well carry over into other subjects and thus aid in their mastery.

III. VOCATIONAL EDUCATION SUBJECTS

Home economics. (Three year course.)

1. To improve the ability of the student to live with others by improving habits and attitudes.
2. To improve the skill in buying, budgeting, and thrift.
3. To improve dietary habits and increase skill in preparing foods.
4. To develop an appreciation of proper clothing and how to prepare such clothing.
5. To improve the appreciation of proper home surroundings, thus causing them to be made more beautiful,

comfortable and convenient.

6. To increase the social skill of the student in entertaining and play activities.

7. To aid in the development of some knowledge of childhood habits, food, clothing, diseases and play.

8. To form understandings and appreciations of family living.

9. To improve physical health and personal appearance.

10. To impart some knowledge of textiles.

11. To give an understanding of the practical aspects of home nursing.

Vocational Agriculture. (Four year course.)

1. To give some appreciation of the household as in regard to the following questions: What are the essentials in housing? How shall equipment for the home be chosen? How do equipment and arrangement of household materials affect the use of such materials?

2. To teach efficient preparation and application of farm buildings and any other constructions peculiar to the farm.

3. To give an appreciation of the economic aspect involved in the proper choice of machines and their applications.

4. To provide appreciation and understanding of

proper farm records and business administrative procedures.

5. To create a questioning attitude with an understanding of various sources for modern farm improvement and farm news.

6. To give an understanding of the biological principles involved in selective breeding of plants and animals.

7. To give an understanding of the civic responsibilities of the modern farmer to his local, state and national government.

8. To aid in the assimilation of some tool skill involved in construction and repair of buildings and equipment.

Typewriting II

1. To enable students to perform more complicated procedures on the typewriter such as: tabulating, judgment, placement, special problems in office procedure, office typing problems and the use of multiple carbons.

2. To familiarize the student with most of the common office forms used in the average business house.

3. To provide continued emphasis upon business English common in the business office of today.

4. To improve typing skill through periods of speed emphasis followed by control emphasis.

5. To give an understanding of the more complicated types of business letters.

6. Standards of achievement, as mentioned in first

year typing, are only for the purpose of comparison:

Speed Requirements:

- A. Net words per minute: Three ten minute tests at 50 net words per minute on new material with no more than 5 errors.
- B. Gross Words per minute: Three fifteen minute tests at 60 gross words per minute on new material.

Production rates:

- a. Type business letters at approximately 45 net words per minute.
- b. Address envelopes at approximately 30 net words per minute.
- c. Typing simple rough drafts at about 24 net words per minute.
- d. Typing simple tabulated reports at from 15 to 24 net words per minute.
- e. Typing stencils at 30 net words per minute.
- f. Typing manuscripts without footnotes at from 36 to 45 net words per minute.
- g. Typing manuscripts with footnotes at from 24 to 30 net words per minute.

Shorthand I and II.

1. The major objective of all methods of teaching shorthand is vocational competency in recording the spoken word and in producing transcripts which meet the standards of business.

This necessitates:

- a. The association of sounds with the shorthand symbols.
- b. The ability to read shorthand notes rapidly and meaningfully.
- c. Skill in writing shorthand fluently and legibly.
- d. The ability to combine meaningful shorthand reading, fluent writing and accurate typing with the knowledge previously acquired in English classes to the production of mailable transcripts.

2. To develop the whole vocational individual instead of drilling the pupil into a non-thinking, submissive, symbol-writing robot.

Shop. (Wood and metal.)

1. To provide some understanding of correct methods for handling hand and power woodwork and metal work machines.
2. To give a thorough understanding of value and usefulness of a properly managed shop.
3. To provide an appreciation of the idea of repair as against discarding.
4. To give an understanding of buying procedures and an appreciation of the actual value of commercially made objects.
5. To enhance a thorough, positive attitude toward safety measures and practices.

Stenography.

1. A combination of the objectives of Typing II and

shorthand II into a unified whole.

2. Aspects of actual work in a business office are added to this course, such as office management, filing and varied practical touches on appearance and personality.

Mechanical Drawing.

1. To provide an understanding of essential mechanical drawing techniques.

2. To enforce appreciation of accurate measurement.

3. To give some understanding of estimating materials necessary for construction of various buildings.

4. To give an understanding of elementary blueprint reading procedures.

5. To improve habits of neatness and accuracy.

CHAPTER V

ANALYSES OF NEEDS FOR VARIOUS HIGH SCHOOL SUBJECTS IN LAKE COUNTY

In this final chapter the writer will attempt to sift out those courses from the preceding section which will, in his judgment, provide for the greatest number of community needs as outlined in Chapter II, including those needs characteristic of all communities. It was thought best to organize this material by subject fields rather than in terms of the three classifications used in the preceding section.

Correlation of needs with course objectives. It is to be understood that in the following section the writer is attempting to keep both the largest and smallest schools in mind in the discussion.

The social science field is probably among the most important departments, especially for this community. The value of the social studies to the entire country has been apparent for a long time, but a detailed discussion of general needs for the social studies will not be undertaken in this chapter.

American History, required by state law, provides opportunity for promoting the understanding of governmental

economics, also, students may gain insight into modern problems involving operations of our federal, state and local governments and their relationship to the private enterprise system. Sociology should aid Lake County people to understand people of different cultural backgrounds. These two latter courses may be given in the smallest school by alternating them year by year.

An orientation class, such as Social Science I, may serve a valuable function as indicated by the list of objectives, particularly in a large school, but in the smaller school careful effort must be made to achieve such objectives without adding to the number of courses offered. The senior survey course is also a course of this nature, presenting valuable information for the students, but posing the following question: Cannot the smaller high school integrate its guidance activities with other curricular and extra-curricular activities?

World history, if taught to achieve the objectives listed, would seem to answer very few of the immediate needs of the community. Lake County people certainly need to develop an understanding of world affairs, but the most essential aspects may be treated in the study of American history, economics, and sociology. World history does provide valuable training for capable students and for those students with a special interest in history. It would seem

likely that world history might well be offered as an elective in all high schools. Of course, in the smaller school, it might be alternated with some subject of similar import.

The social studies teacher and the administrator must recognize individual differences and not make it mandatory that all students spend a vast quantity of time with the social sciences, but rather operate on the principle that each individual be given all he is capable of learning.

The English department is set up to meet general needs common to all students in any section of the country, but as before mentioned, the discussion here will not be concerned with those needs. The need for instruction in English in Lake County is not questioned; the questions raised are concerned with relative emphasis on various types of content and with teaching method. Considering the objectives to be achieved, it seems to the writer, that putting English into a four-year category for everyone may be a bit formalized. The suggestion is, with regard to Lake County, that perhaps some choice should be allowed in the last year. The abilities developed in a year of journalism or business education might be more valuable for certain individuals than additional work in literature or composition of the more formal type.

English teachers should strive to keep their classes on a more natural basis. In other words, combine the reading,

writing, speaking and listening into one meaningful unit rather than making small hard and fast divisions into the traditional one-half year grammar and one-half year literature sort of thing.

Mathematics in Lake County high schools seems to be lingering near the traditional college entrance requirement status. Algebra and geometry have values to almost everyone, but are equal amounts necessary for everyone? The writer feels that there is a place in the Lake County high school curriculum for algebra and geometry, but a number of much broader courses, such as those listed below, in addition to algebra and geometry could be fitted into the curriculum of the smallest high school.

A general mathematics course may provide basic knowledge of both algebra and geometry. This general knowledge corresponds closely with the needs of the farming community as expressed in the first chapter. General mathematics may be offered in addition to geometry and algebra even in the smallest high schools by the method previously discussed--that of providing for it during alternating years. One other field of mathematics, taught in only one Lake County high school, is that of consumer mathematics. This may be regarded by some to be a business course, but among the most evident needs of Lake County, according to the writer's analysis, are improvement and extension of business operations; thus,

some mathematics that treat business operations may be appropriate. A general mathematics course supplemented with a business mathematics course seems to be most suitable as the mathematics training for the non-college student of Lake County.

Courses in trigonometry, solid geometry and advanced algebra cannot, in the opinion of the writer, be justified to satisfy many of the immediate needs of Lake County high school students. If the school has time and money for such subjects, to further prepare college-bound students, the situation is indeed satisfactory, but considering the financial situation this seems highly improbable in any except the largest Lake County high schools. It would be serious to neglect those general preparation courses in preference to advanced training for our few future engineers.

The science curriculum, although not necessarily next in importance, is of particular importance to Lake County. Without some knowledge of science, the intricate pattern of the irrigation system could not be understood. General science is required for all high school students, in Lake County, giving them basic knowledge of all factors in elementary science. Biology and chemistry are other extremely important courses to an agricultural region, but care should be taken not to confuse the objectives with those of vocational agriculture and vocational home economics.

Conflicts here would lead to waste in teaching time and material. An evaluation of individual school programs would lead to the elimination of too much overlapping in objectives of subject fields.

High school physics presents objectives that aid in satisfying needs of this community, but only from the standpoint of added knowledge of why and how technical devices operate. Students off for engineering schools can use physics to a great advantage, and so may farm hands add to their collection of technical information, but can we sacrifice the broader objectives of general science and biology for the more specific objectives of physics?

In all Lake County schools there is some sort of business education program, and as was noted in the preceding chapter, some of the smaller schools offer courses that are more professional in nature.

The one-half year course in typing seems to the writer, to be ideal training, for the boy or girl who wants to type for his own use. Shorthand offers, primarily, vocational aims, and in the small business in Lake County it is quite well established that one year of shorthand training could be useful for the girl or boy interested in satisfying one of the needs of the community.

Shorthand II and Typing II are the remaining standard business education courses in the Lake County high schools.

The need for a "crack" stenographer should not overshadow the need for a person qualified for the more routine aspects of filing, business English, office manners and salesmanship, especially in this community which has only small business firms. The more advanced courses, such as Shorthand II and Typing II are most readily obtained from business colleges in a very short period of time.

Bookkeeping, as its aims express, is a course that seems to be more and more necessary as time goes on. Some of the more non-technical aspects are to be found in vocational agriculture, but if time allows, a full year of bookkeeping could be used to an advantage by students in farming or any other Lake County business.

Time is required by the state government to be given over to physical education. If the objectives listed be followed, it seems that very little objection could exist to the physical education program. In this region, where a physical examination is a rarity, surely some training in the techniques of caring for the body is necessary. The training received can also do much in providing skills to be used in leisure-time activities of any community.

The vocational department offers several courses that do much to satisfy community needs. There is a vast number of vocational subjects that would meet the needs of various

individuals in Lake County high schools. There is hardly any limit to the number of various types of courses that could be considered. With the limited facilities available in Lake County, however, the needs of various students may have to be met by providing more general vocational subjects that are related to a large number of specific occupations. Working from this viewpoint, the writer only considered three very general vocational subjects.

Vocational agriculture not only helps to answer one of the basic needs of the community, that of improving the farming conditions, but it is so designed that it attempts to provide learning experiences that are generally regarded as the duty of other high school subjects. It is almost a complete high school curriculum in itself. For this reason, the vocational agriculture program should be correlated with the remainder of the high school program and not left to duplicate materials and time of other departments.

The home economics department seems to be somewhat more specialized. The objectives set up for home economics could well be applied to many types of small businesses. Home economics endeavors to give the girls some basis for home nursing, something very important in this community where there are only a small number of general health authorities. One suggestion that might be advanced is that home economics for boys be considered. The objectives for

a boys course need not be altered from those listed for the girls. A great amount of socialization could certainly be achieved if the male sex could learn to appreciate the activities of the average housewife.

Shop training can certainly add to the ability of Lake County men and women in the effort to improve facilities for tourist attractions. The reason for the small number of schools showing shop training is probably due to the inclusiveness of the vocational agriculture course of study. The objectives put down for vocational agriculture include those for shop training although not so much in detail. Vocational agriculture does not provide shop training for the boy from town, nor for any of the female school population. The need for shop training does not designate the sex of the worker and it would seem, from the objectives stated, that girls could benefit from shop training as well as boys.

Foreign languages seem to express very few aims that coincide with Lake County needs or with community needs in general. Certain students may benefit from the study of foreign language, at least if they plan on entering a college that requires foreign language, or if they plan on traveling in foreign countries after studying their language. Would it not be more practical for many students to read translated material whereby the same impression might be obtained? Most colleges have foreign language courses for those students

who desire to learn another language. The only prevalent foreign language in Lake County is the Indian vernacular which seems to be comprised of as many dialects as there are speakers.

Mechanical drawing is found to have objectives that coincide rather closely with vocational agriculture, home economics, and shop work. Since, in the writer's opinion, two of the community needs are for improved tourist resources and an understanding of technical irrigation projects, it is felt that mechanical drawing should be conducted as a separate class or at least integrated with shop work or vocational agriculture.

Driver training may aid in the appreciation of conservation of human life of the community if the course is taught as the listed objectives direct. There are a number of objections, however, when consideration is given to cost per pupil and ease of supervision. A pupil-teacher ratio of less than 5 to 1 is absolutely necessary. Automobile insurance, gasoline, oil and upkeep are extremely expensive. Every student in school wants to take the course partially, at least, to get out of the school building. The most important factor in the objectives is attitude toward safe driving, but the motivation for learning to drive many times overshadows the more important objectives. For these reasons driver training is placed in the second grouping, to be

placed in the curriculum only if extra money is available, and if the supervisor has plenty of opportunity to make certain that the stated objectives are carried out.

The last broad division of the curriculum to be considered may be regarded as meeting some of the needs for leisure time training. All schools indicate the presence of band in the curriculum and some type of glee club. An organized band increases the appreciation that the students may have for the music department. No mention is made concerning a music appreciation course in any curriculum. This may be an important avenue to investigate since an appreciation of music is what is attempted when the aim is to satisfy leisure-time activities. Choral groups are prevalent in all schools, but in most schools boys chorus is not listed. If singing is valuable leisure-time activity for girls, and it is generally approved, why is it not advocated for boys? One other factor to be suggested concerns the appearance in the curriculum of separate classes for boys chorus and girls chorus. It would seem that a large amount of socialization is lost by not taking advantage of mixed choruses.

Art appears in the curriculum of the two largest schools. Art is a subject which involves something called talent for advanced work. It also requires an enormous amount of interest and a costly array of supplies suitable

to prepare a student in that field. This does not remove the possibility, however, of training the individual to appreciate the art work of others, although it is not now being done in Lake County schools. A general art appreciation course might be introduced in the larger schools at least. The smaller schools could probably look toward the integration of art appreciation units into the English and social studies departments.

Recommended Lake County High School Curriculum. A rather general outline of the subjects to be included in the high school curriculum is given below. Courses listed may be, and in some cases must be, taught during alternate years, depending upon the facilities of the particular school. It is recommended that the individual school completely fulfill its obligation to the first section before moving on to the next section.

I. What must every high school offer to meet the more important community needs and recognized general needs?	II. What may the high school offer to satisfy further those needs mentioned in Chap. II?	III. What subjects may the high school offer to more thoroughly prepare students for college?
---	--	---

English I, II, III.

English IV or

Journalism

Business English

Literature

American History

Econ. and Sociology

Algebra

Plane Geometry

General Mathematics

Consumer Mathematics

General Science

Biology

Chemistry

P. E. I, II

Typing I

Typing I ($\frac{1}{2}$ year course)

Bookkeeping

Gen. Off. Prac.

Voc. Agric. I, II, III, IV.

Home Economics I, II, III.

Band

Glee Club

World History

Soc. Sci. I

Senior Survey

P.E. III, IV.

Shorthand I

Mech. Draw.

Ind. Arts Shop

Orchestra

Art Appreciation

Trigonometry

Solid Geometry

Algebra II

Physics

Typing II

Shorthand II

Bookkeeping II

Spanish I, II.

Latin I, II.

BIBLIOGRAPHY

- Altman, Clara, "May a One-Year Foreign-Language Course Have Values?" Schools and Society, 54:214-18, September 20, 1941.
- Barnes, A. E., "Educational Offering in Montana High Schools," Unpublished Master's thesis, Montana State University, Missoula, Montana, 1948.
- Briggs, Thomas H., Curriculum Problems, New York, The Macmillan Co., 1926.
- Caswell, Hollis L., and Campbell, Doak S., Curriculum Development, New York, The American Book Co. 1935.
- Cooperative Study of Secondary School Standards, "Evaluative Criteria," American Council on Education, Washington D.C., 1940. pp. 29-36.
- Davis, B. F., A Study of Shorthand Teaching, Teachers College, Columbia University, 1936.
- Douglass, Harl R., Organization and Administration of Secondary Schools, Ginn and Co., New York, 1945. 660 pp.
- Douglass, Harl R., Secondary Education for Youth in Modern America, American Council on Education, Washington D.C., 1937. 137 pp.
- Everett, Samuel, The Community School, New York: D. Appleton-Century Co., 1938.
- Engelhardt, N. L., and Engelhardt, N. L., Jr., Planning the Community School. The American Book Company, New York, 1940.
- Harap, Henry, The Technique of Curriculum Making, New York: The Macmillan Co., 1928.
- Kilpatrick, William H., Remaking the Curriculum, New York: Newson and Co., 1936. 128 pp.
- Langfitt, Emerson, Frank W. Cyr, and N. William Newsom, The Small High School at Work, New York: The American Book Company, 1936.

- MacKenzie, Gordon N., "Emerging Curriculums Show New Conceptions of Secondary Education," General Education in the American High School, Chicago: Scott, Foresman and Company, 1942, pp. 82-104.
- Spears, Harold, The Emerging High School Curriculum and Its Direction, New York: The American Book Company, 1940. 400 pp.
- Stimson, Claude W., "The Economic Base for Power Markets in Lake County, Montana," Department of Interior, Washington D.C. 1945. 62 pp.
- Washburne, Carleton W., Adjusting the School to the Child, New York: World Book Co., 1932.
- Zahn, Henry L., "Educational Survey of the Havre High School," Unpublished Master's thesis, Montana State University, Missoula, Montana, 1928.

APPENDICES

APPENDIX

- A. Population of Lake County.
- B. Industrial Distribution of Employed Workers in Lake County, 1940.
- C. Gross Agricultural Income of Various Types of Farms in Lake County and in Montana, 1939.
- D. Value of Farm Products of Lake County 1929 and 1939.
- E. Livestock in Lake County, 1929 and 1939.
- F. Manufacturing in Lake County, 1929-39.
- G. Distribution of Retail Trade Sales in Lake County and in Montana, 1939.
- H. Taxes Levied in Lake County, 1944.

APPENDIX A.

POPULATION OF LAKE COUNTY, 1920-40¹⁸

Area	1920	1930	1940
<u>Total</u>	*	9,541	13,490
Farm.	*	5,144	7,356
Non-Farm.	*	4,397	6,134
Ronan	600	537	1,032
Polson.	1,132	1,455	2,156
St. Ignatius.	non-incorporated		768
Other non-farm.	*	2,405	2,178

*Organized from parts of Flathead and Missoula Counties in 1923.

18 Claude W. Stimson, op. cit., p. 43.

APPENDIX B.

INDUSTRIAL DISTRIBUTION OF EMPLOYED WORKERS IN LAKE COUNTY 1940¹⁹

Industry Classification	Number	Percent
Total Employed Workers.	3,838	100.0
Extractive Industries	2,129	55.5
Agriculture	2,054	53.5
Mineral Extraction.	8	0.2
Forestry and Fishery.	19	0.5
Logging	48	1.3
Processing Industries	113	3.0
Saw, Planing Mill and Other . .	47	1.2
Food and Kindred Products . . .	41	1.1
Other Manufacturing		
Service Industries.	1,552	40.4
Construction.	318	8.3
Transportation.	49	1.3
Communication and Utilities . .	48	1.2
Wholesale and Retail Trade. . .	485	12.6
Government	102	2.7
Professional and Related Services	254	6.6
Miscellaneous	296	7.7
Industry Not Specified.	44	1.1

19 Claude W. Stimson, Ibid., p. 44.

APPENDIX C.

GROSS AGRICULTURAL INCOME OF VARIOUS TYPES OF FARMS IN LAKE COUNTY AND IN MONTANA, 1939²⁰

Type of Farm	Number of Farms	Gross Income		
		Lake County	Montana	
		Amount	Average Per Farm	Average Per Farm
All Farms Reporting Income.	1,631	\$2,091,813	\$1,283	\$2,267
<u>Farms Classified by</u> <u>Major Source of</u> <u>Income</u>				
Products Used By Farm				
Households.	481	153,239	319	342
Dairy Products.	300	374,651	1,249	2,178
Livestock.	270	657,996	2,437	4,420
Other Livestock Products.	11	18,536	1,685	3,534
Poultry and Poultry Products.	42	36,519	870	998
Field Crops.	465	818,779	1,761	2,153
Vegetables.	6	4,719	787	1,406
Fruits.	41	17,031	415	1,295
Horticultural Specialties.	3	3,750	1,250	7,726
Forest Products.	12	6,593	549	819

20 Ibid., p. 45.

APPENDIX D.

VALUE OF FARM PRODUCTS OF LAKE COUNTY, 1929 AND 1939 ²¹_{1/}

Product	1929		1939	
	Value (thousands)	Percent	Value (thousands)	Percent
All Farm Products	\$2,171	100.0	\$2,092	100.0
Livestock and Live- stock Products <u>2/</u>	1,181	54.4	1,135	54.3
Livestock . . .	594	27.4	609	29.1
Livestock Prod.	587	27.0	526	25.2
Dairy . . .	<u>3/</u>	<u>3/</u>	363	17.4
Poultry . . .	<u>3/</u>	<u>3/</u>	97	4.6
Other	<u>3/</u>	<u>3/</u>	66	3.2
Crops <u>2/</u>	710	32.7	645	30.8
Field Crops . . .	<u>3/</u>	<u>3/</u>	613	29.3
Vegetables . . .	<u>3/</u>	<u>3/</u>	6	0.2
Fruits	<u>3/</u>	<u>3/</u>	20	1.0
Horticultural Specialties . .	<u>3/</u>	<u>3/</u>	6	9.3
Forest Products <u>2/</u> .	18	0.8	8	0.4
Farm Products Used By Farm Households	262	12.1	304	14.5

1/ Represents reports from 1,120 farms in 1929, and 1,631 farms in 1939.

2/ Includes only products sold or traded.

3/ Not reported.

APPENDIX E.

LIVESTOCK IN LAKE COUNTY, 1929 AND 1939 ²²_{1/}

Item	1929	1939
Cattle		
Number Of Farms Reporting	998	1,395
Number Over Three Months Old.	18,775	25,037
Number Of Dairy Cows.	5,758	8,749
Milk Produced, Gallons.	3,737,536	5,270,751
Value Of Dairy Products	\$530,393	\$383,871
Sheep		
Number Of Farms Reporting	117	147
Number Over Six Months Old.	17,844	26,838
Wool Shorn, Unwashed, Pounds.	144,309	193,267
Value Of Wool Shorn	\$44,736	\$40,586
Hogs		
Number Of Farms Reporting	^{2/}	923
Number.	10,110	6,322
Chickens		
Number Of Farms Reporting	862	1,099
Number Raised	87,452	137,893
Eggs Produced, Dozen.	338,480	578,062
Value Of Chickens Raised and Eggs Produced.	\$173,255	\$212,137
Turkeys		
Number Of Farms Reporting	229	71
Number Raised	12,357	5,599
Value Of Turkeys Raised	\$38,307	\$16,797

^{1/} Animals on farms as of April 1, of the following year.

^{2/} Not available.

^{3/} Hogs over three months old reported in 1930, and over four months old in 1940.

APPENDIX F.

MANUFACTURING IN LAKE COUNTY, 1929-39²³

	1929	1933	1935	1937	1939
Number of Establishments	13	6	8	13	16
Wage Earners <u>1/</u>	\$148	\$37	\$72	\$160	\$94
Wages	\$147,114	\$28,929	\$53,497	\$158,992	\$93,228
Value of Products.	620,978	233,293	373,497	733,510	669,139
Value Added By Manufacture	328,110	71,672	102,644	243,904	227,298
Cost Of Materials, Fuels, and Power	292,868	161,621	270,853	489,606	441,841

1/ Average for year.

²³ Ibid., p. 52.

APPENDIX G.

DISTRIBUTION OF RETAIL TRADE SALES IN LAKE COUNTY AND IN MONTANA, 1939²⁴

Type Of Establishment	Per	Capita	Percent Of Total	
	Lake County	Montana	Lake County	Montana
<u>Total</u>	\$243	\$397	100.0	100.0
Food.	53	90	21.7	22.8
General Stores, With Food	28	16	11.6	3.9
General Merchandise	16	40	6.4	10.1
Apparel	4	18	1.5	4.5
Furniture, Household.	3	10	1.4	2.6
Automotive.	38	65	15.7	16.5
Filling Stations.	32	35	13.3	8.9
Lumber, Building, Hardware.	26	37	10.9	9.2
Eating and Drinking Places.	23	45	9.3	11.3
Drug Stores	7	13	3.0	3.2
Other Stores.	13	28	5.2	7.0

²⁴ Ibid., p. 52.

APPENDIX H.

TAXES LEVIED IN LAKE COUNTY, 1944²⁵

Tax Purpose	Amount
Total Taxes Levied	\$505,499
State Purposes	22,689
University Fund.	20,416
Insane Asylum.	198
Livestock.	2,075
County Purposes.	119,056
General Fund	47,458
Road Fund.	25,803
Bridge Fund.	17,103
Poor Fund.	24,126
Poor, Special.	4,566
School Purposes.	240,083
General.	46,664
High School.	107,357
District	86,062
Special District and Miscellaneous	99,640
(Except Cities and Towns)	
Fire District.	964
Hail Insurance.	60
Irrigation and Drainage.	98,616
City and Town.	24,031
General Purposes	22,566
Special Improvements	1,465